

TAURANGA GIRLS' COLLEGE SCHOOL BOARD
OPERATIONAL POLICY 05
Curriculum Delivery (Student Achievement)

POLICY 05 CURRICULUM DELIVERY (Student Achievement)

Outcome Statement

Curriculum delivery reflects charter/strategic plan aims and meets legislative requirements

Policy

The Board's primary objectives are to ensure that the principles and beliefs that underpin the context in which the College was established are evident in the design and delivery of the curriculum.

To this intent, the Board will support any curriculum approach that is to the benefit of the cultural development of the student and kaiako, and that enhances the opportunity for whanau, hapu and iwi to participate in their student's learning.

Working within the context of Te Tiriti o Waitangi is essential.

Delegations

As the professional leader of the school, the Principal is responsible for fostering quality teaching and learning outcomes.

Expectations and Limitations

The Principal must ensure that:

1. an Annual Plan that is approved by the Board is developed, setting out how progress will be made towards the achievement of the strategic goals
2. the College's local curriculum is based on the vision, values, principles and key competencies of the New Zealand Curriculum (or Te Mātauranga o Aotearoa)
3. the College's local curriculum reflects local tikanga Māori, mātauranga Māori and te ao Māori established through consultation with mana whenua
4. staff are culturally responsive
5. College programmes provide students in Years 9–13 with opportunities to learn in all areas of the national curriculum
6. there is a focus on every child and young person:
 - attaining their educational potential
 - developing the abilities and attributes outlined in the [national education and learning priorities](#)
 - having an appreciation of the importance of; the inclusion of different groups and persons with different personal characteristics; diversity, cultural knowledge, identity, and the different official languages of New Zealand; Te Tiriti o Waitangi and te reo Māori
7. assessment practices enable the wellbeing, engagement, progress and achievement of students to be monitored and reported
8. Board approval is sought before changes to the school curriculum requiring increased expenditure or significant changes to programmes or staffing are made.

Supporting Documentation

- Curriculum Planning
- Assessment Cycle.

Monitoring

The Board will work with the Principal to identify the timing and content of reports against the annual plan. Evidence gathered for the review will include Principal reporting to the Board in line with the Board's Annual Workplan, which addresses all matters having real or potential legal considerations and risk for the College, including significant trends, implications of Board decisions, issues or risk to policy compliance or changes to the basis upon which the Board's strategic aims have been developed.

The Principal will prepare (or, where appropriate, delegate, coordinate and approve) a report for every Board meeting that:

1. includes data and analysis on curriculum delivery, student wellbeing, progress and achievement
2. tracks progress and variance towards annual aims and key performance indicators
3. informs the Board of any significant changes in staffing, programmes, plans or processes that are under consideration.

Relevant Legislation

[Education and Training Act 2020](#)

[New Zealand Curriculum/Te Marautanga o Aotearoa](#)